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***Breakout Session 3 :***  
**Strengthening Global  
Digital Cooperation for a  
Resilient Digital  
Environment**

AI and OER Initiatives



OPEN  
EDUCATIONAL  
RESOURCES

**3<sup>rd</sup> UNESCO World  
OER Congress:**


**Open Solutions and AI  
for Inclusive Access to  
Knowledge**

19-20 November 2024,  
Dubai, United Arab Emirates



## Research articles

# Artificial Intelligence Use to Empower the Implementation of OER and the UNESCO OER Recommendation

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## Abstract

Artificial intelligence (AI) has recently been gaining ground, particularly since November 2022, with the introduction of generative tools based on natural language processing and neural network algorithms. These kinds of tools have great potential for creators and users of Open Educational Resources (OER) and the Open Movement itself but they also represent risks. The International Council for Open and Distance Education OER Advocacy Committee (OERAC) developed two workshops to present the

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The research presented the features, benefits, key challenges, and **practical issues related to using AI technologies** from **professional, ethical, sustainable, and equitable perspectives**, while also focusing on **the five areas of the UNESCO OER Recommendation**





Recommendation on  
**the Ethics  
of Artificial  
Intelligence**



**Professional.** Providing writing support for creating and drafting texts, checking spelling and grammar, and ensuring the use of plain language. Personalise learning for different contexts; Encourage public annotation of different texts/resources; Foster collaboration between learners and teachers, regardless of location.



**Ethical.** Verify AI-generated content for accuracy, credibility and relevance. Promote transparency and critical thinking. Avoid replicating biases when using AI as a creative tool.



**Sustainable.** AI promotes efficiency by helping brainstorming, summarising information, promoting discussions, providing real-time feedback, and suggesting learning pathways. It can also empower learners to be OER creators and improve digital literacy.



**Equitable.** AI has the ability to provide supplementary reading/writing support and guarantee language accessibility by captioning and transcribing resources.

We concluded that, while there is:

- great potential for the use of AI in the context of the Open Movement
- there is also a need for professional ethics, equity, and sustainable capacity building, access, inclusion, policy, models, and international collaboration at all levels and all stakeholders, not at least leadership.

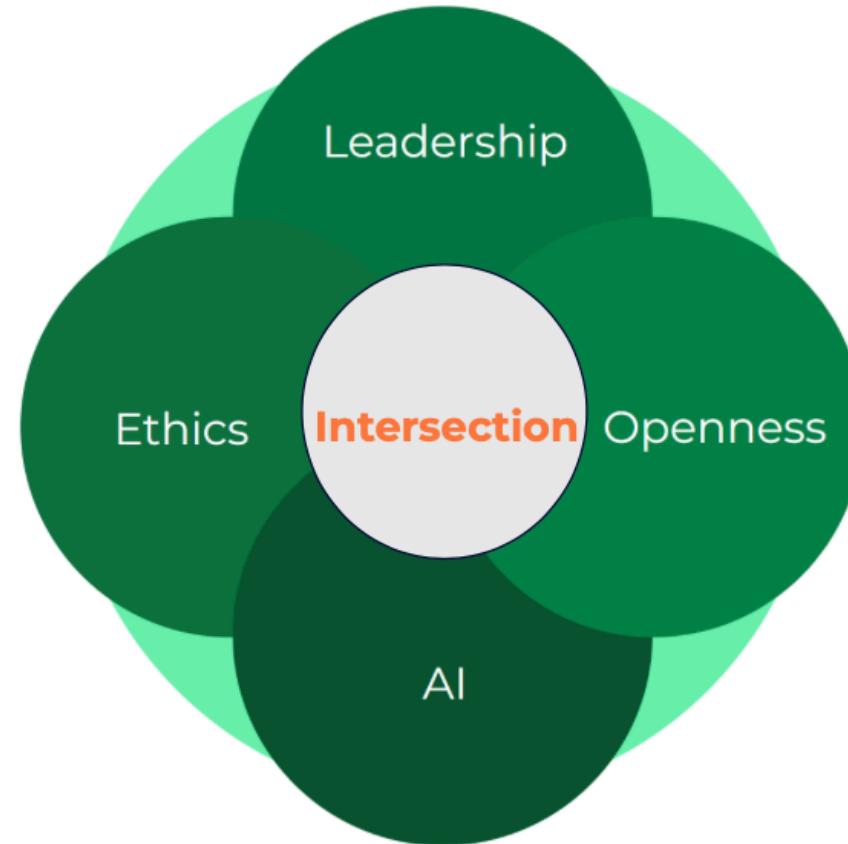


# The Challenges Ahead

The critical challenge to these drivers is a mindset shift among leaders and their teams.

Traditional **leadership** models, while valuable, may not be fully equipped to handle the integration of OER and AIGC effectively for a truly inclusive and equitable learning environment.

Whilst OER can have a transformative impact on inclusion, access, diversity and lifelong learning, the next phase of development hinges upon incorporating **ethical** leadership principles. There are other ethical issues regarding academic teaching and authorship for publications.



Promoting **openness** in education requires a delicate balancing act where leaders must ensure quality control and copyright issues.

Openness depends on building trust and fostering a culture that is open to critique and effective information management.

Whereas **AI** is valuable in promoting OER, cultural recognition and acceptance, and appreciation for diversity and social justice, there are concerns around AI biases and hallucination alongside difficulties with AI literacy across demographics leading to fears and avoidance of use.

The  
Intersections  
(ICDE  
OERAC,  
Nov, 2024)

# Generative AI Facilitates Greater Access than Traditional OER (Wiley, 10 September 2024 <https://opencontent.org/blog/archives/7589>)

Because it can create new resources on demand, generative AI can provide access to dramatically more resources, on more topics, in more languages, with more examples, using more pedagogies, in more formats, etc., than the current “create traditional OER by hand through a bespoke process” approach can. When we connect this fact back to the primary goal of the open education movement, the implication becomes clear. If:

the primary goal of the open education movement is to increase access to educational opportunities, and

the primary strategy for accomplishing this goal is to increase access to educational resources, and

generative AI can provide access to dramatically more resources than the current bespoke OER authoring process can, then

the optimal tactic for accomplishing the open education movement’s primary goal is no longer creating and sharing traditional OER –

the optimal tactic for accomplishing the open education movement’s primary goal is to use generative AI.

# Some claims

**1. WHAT IS PAID  
BY TAXMONEY  
SHOULD GO  
BACK TO THE  
TAXPAYERS**

**2. THE LARGEST CHALLENGE  
WITH OER OIS TO GO BEYOND  
THE EDUCATIONAL  
INSTITUTIONS**

**3. WE HAVE TO ASK WHAT DO WE WANT AI TO DO FOR US**

  
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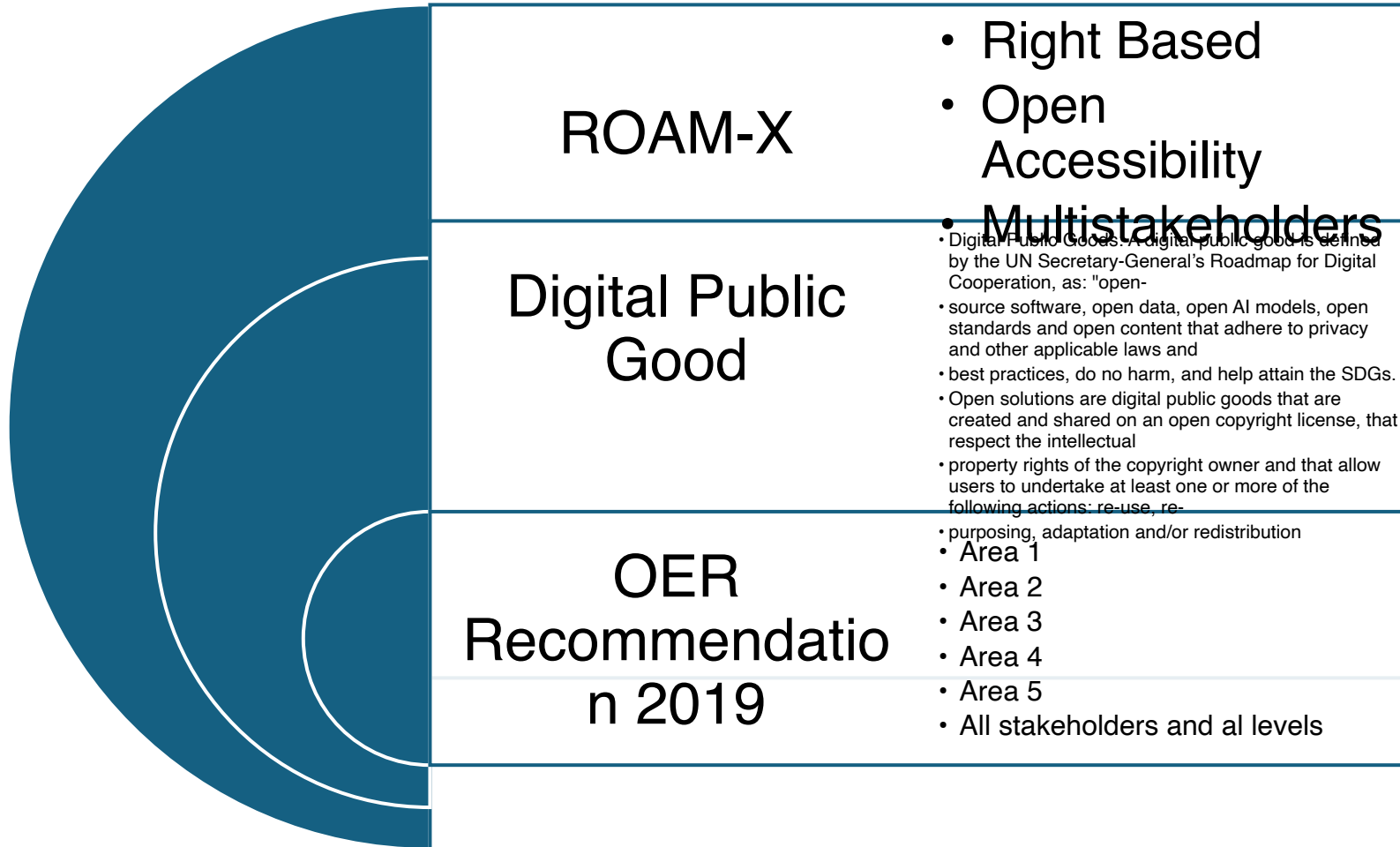




# Challenges ahead...

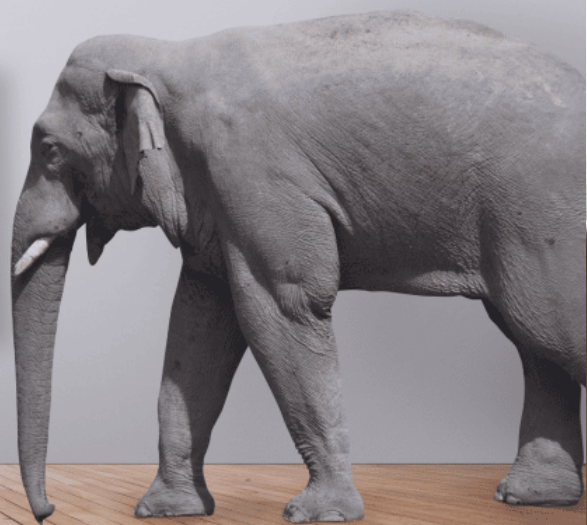
ECOSYSTEM  
Sustainability,  
Scalability,  
Inclusion,  
Accessibility,  
Diversity,  
Ethics and  
Well-being

Besides the  
5 R I will add  
recontextualization and  
Recognition



- SDG 4** (Quality education)
- SDG 5** (Gender equality)
- SDG 9** (Industry, innovation and infrastructure)
- SDG 10** (Reduced inequalities within and across countries)
- SDG 16** (Peace, justice and strong institutions) and
- SDG 17** (Partnerships for the goals)

# ADDRESSING THE ELEPHANT IN THE ROOM



CARING is SHARING, SHARING is CARING

# THANK YOU

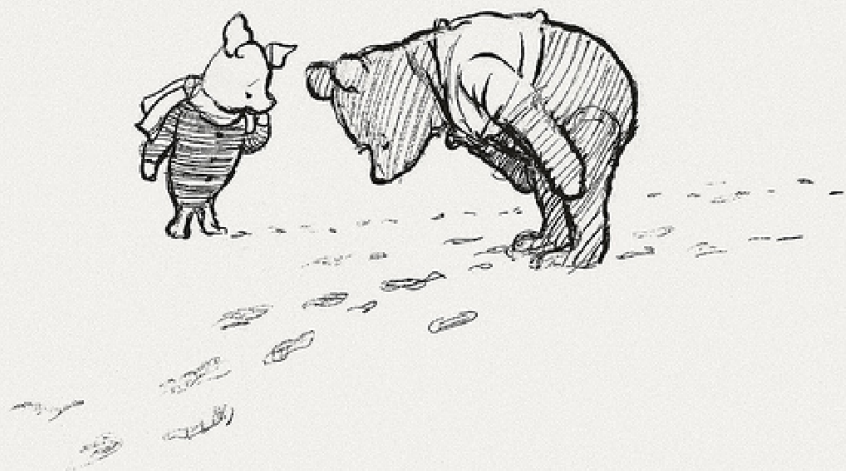


My Footprints

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Vice President, The Swedish Association for Distance Education  
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